

interpretations

a newsletter for Arizona's educational interpreters

Winter 2003/2004

in this issue

Creativity, Elbow Grease,
Pays off Big 1

Interpreter testing/
assessment news 2

RID Testing 2

Distance Learning for 2

Educational Interpreters .. 2

The Learning Journey 3

Phoenix Workshop
Descriptions 4

Bee-lieve in Yourself 5

Educational Interpreter
Changes in
Arizona's Future 6

Qualifications for
Educational Interpreters
for the Hearing
Impaired 7



Tom Horne

Superintendent of Public Instruction

Creativity, Elbow Grease, Pays off Big

By Wendy Kennedy

Yea!!!! Can you hear the cheers coming from St. David, Arizona? Four educational interpreters now have their very own prep room.

Trying to find a place where the interpreters could meet to discuss schedules and prepare for their classes was no easy task. Often they met in hallways or on the front steps of the elementary school building. At one time they actually shared a very small space that used to be a storeroom with a teacher for students with hearing impairments (HI). The interpreters often felt their presence disrupted the HI teacher and her students (after all, HI teachers deserve their own space too) so they set out to find a room of their own.

This was not an easy mission since the growing school already had a shortage of classroom space. St. David Elementary School is housed in a unique building constructed in 1938. It consists of six classrooms and an auditorium. A steep spiral stairway leads to what was once a projection room. The school closed that area years ago because few people were willing to navigate the tricky steps. The room may have been dark, dusty and difficult to access, but the educational interpreters saw it as the light at the end of their tunnel.

School Superintendent, Troy Thygerson, granted permission to renovate the room and the venture was a go. Luckily for the interpreters, Chad Kennedy, a local Boy Scout who also happens to be a deaf student at ASDB in Tucson, was looking for a project to complete his Eagle Project, one of the last steps needed to become an Eagle Scout. On July 9, 2003, 15-year-old Chad and his family, friends, scout troop members, school maintenance employees and other deaf students rolled up their sleeves and went to work, spending a total of 76 man-hours renovating the room. The first order of business was to evict the spiders and bats that had taken up residence. Then they cleaned, painted, mortared bricks, replaced windows and a door, and caulked and scrubbed the floor.

Continued on page 6

Please pass this on to your educational interpreter!

Interpreter Testing/Assessment News



RID Testing

Updates on Certification Options

The December 6th written test for the Registry of Interpreters for the Deaf (RID) will be the last time the old version is offered. The deadline to take this test has passed. The new version produced by the National Council on Interpreting (NCI) is expected to be ready the summer of 2004. Interpretations will provide updates as information becomes available.

EIPA - Written Test

The EIPA written test is complete. It is now in the standardization process. This means that currently working K-12 educational interpreters are taking the test to determine a passing score. Once this is complete, the test will be made available. The test is computerized, offering immediate results. Interpretations will provide updates as information becomes available.

EIPA- Performance Test

The Regional Assessment System (RAS) in Arizona set a record the fourth weekend in October. Thirty educational interpreters took the EIPA performance test. The next test offering will be in Tucson the weekend of January 23, 24, and 25th, 2004.

The upcoming holidays provide a great opportunity to ask for gifts of money to help defray the \$225 cost. But don't wait to sign up. If October's record is any indicator, the slots will fill up fast. To register, go to the web site at www.jccc.net/RAS or call 913.469.8500 X2788.

Distance Learning for Educational Interpreters

The University of Arizona educational interpreter emphasis will offer its first class totally via distance education in the spring of 2004. The class will be conducted through WEBCT. No face-to-face class meetings will be held. The class is SERP 452- "Educational Interpreting." The purpose of this course is to introduce students to the field of educational interpreting. This course will focus on best practices in classroom interpreting, including role, ethics, evaluation, position description, policies and expectations. Students will learn the place of the interpreter in elementary, secondary and post-secondary settings. Students will also receive information about interpreting for individuals who are deaf-blind and for students who prefer oral interpretations. Students will be expected to read and analyze current literature related to educational interpreting practices. The instructor for this class is Marie Stewart.

To register, go to the U of A web page at www.arizona.edu.

For further information, please contact Dr. Cindy Volk at cvolk@u.arizona.edu or at 520.621.5208.

**Want your own copy of
interpretations? Contact Cande
Barfuss at mbarfus@ade.az.gov
or 602.542.3184.**

The Learning Journey

By Anita Kreger



Education is an experience that presents both challenges and rewards. As an educational interpreter, I know my own journey will never end. Educational standards are a common element within all professions and certainly within the profession of educational interpreting. While the ability to sign is critical, a combination of other skills equips an interpreter to become truly effective.

The itinerary for my journey included stops to develop skills in: sign language and sign systems, child and language development, educational interpreting, classroom systems, and communication assessment to name a few. The completion of a recent three-year trek expanded my knowledge of educational interpreting, which will enable me to make an even bigger difference in the lives of the students I serve.

In planning my learning journey I chose as my guide the Educational Interpreter Certification Program (EICP), offered by Front Range Community College (FRCC) in Colorado. The EICP offered multiple tracks within its program. After meeting the entrance EIPA requirement I completed the EICP knowledge courses offered by FRCC via distance learning. The EICP was the perfect vehicle for meeting my needs as an adult learner, mother, and working interpreter. Except for an occasional “pot hole” the ride went smoothly. Each leg of the journey allowed me to experience new challenges and explore areas that are often limited to educational interpreters working in rural areas. These scheduled stops provided me with a new vision of what an educational interpreter’s role and responsibilities encompass. Some specific points of interest include:

- *The interpreting field:* Developed the ability to describe the work I do clearly and accurately and define who I am as an educational interpreter.
- *Languages and sign systems:* Explored communication modes and languages, which gave me confidence to identify languages and systems used in public school settings.
- *Discourse analysis, language and education:* Analyzed classroom discourse, system and ritual constraints, linguistically accessible messages, and was reminded how vital it is that educational interpreters understand that the message is more than just words.
- *Child and language development:* Developed an understanding of child development, language acquisition and how it impacts students.
- *Language and learning in deaf children:* Opened my eyes to the ramifications of classroom discourse and implications for educational interpreters.
- *Public and deaf education in the U.S.:* Explored the theoretical foundations for educational interpreters and how legislation has a direct effect on the interpreting field.
- *Educational interpreting:* Clarified the role of special education regulations and laws and developed my awareness of what my role is as a member of the educational team.
- *Curriculum methods and materials:* Explored state standards, teaching and learning styles, which allowed me to synthesize and make connections that could be applied to my interpreting.
- *Tutoring techniques:* Developed techniques to support students in a new role – tutor.
- *Communication assessment, techniques for educational interpreters:* Analyzed the language use of both the student and the interpreter along with the introduction of strategies to produce effective interpretations.

Continued on page 6

Phoenix Workshop Descriptions

December 6, * **Fact of Fiction?** – Develop good interpretations of written information. Specific grammar structures are introduced to help the participants organize essential information to show the relationship and relevance of the information presented. Learn how to analyze a fact to understand clearly what the fact means. Learn to explain, rephrase, demonstrate, or draw conclusions to clearly present a fact. The goal is that students will be able to interpret written information into ASL without the interpretation being unduly influenced by English structure. Registration deadline: December 1, 2003.

January 3** **ABC's and 123's** – Demonstrate appropriate use of fingerspelling/numbers. Increase clarity, accuracy, and fluency in fingerspelling/numbers; increase receptive fingerspelling competency in reading whole words; and develop skills for handling receptive ASL when switching between signing and fingerspelling. Registration deadline: December 29, 2003.

February 7 * **Do you see what I see?** – Using various ASL videotexts, participants will learn how to analyze the texts to improve their receptive skills. Registration deadline: February 2, 2004.

March 6 *** **Did I say that?** – Focus on foundational theories and techniques of ASL to English (S to V) interpreting. Linguistic differences between ASL and English will be discussed along with how those differences influence choices in constructing appropriate interpretations. Registration deadline: March 1, 2004.

April 3 *\$\$\$ **Show Me the Money!** – Develop the semantic signed equivalents for English financial terms such as paid off, bounced check, investment, dividend, unemployment, etc. Learn when and how to use money signs appropriately. Along with everyday usage, these skills apply directly to interpreting in economics, consumer math, and elementary math classes. Registration deadline: March 29, 2004.

May 1**** **Divide and Conquer** – Contact the ASDB office for the description of this workshop. Registration deadline: April 26, 2004.

All workshops are conducted on Saturday from 8:30 am to 12:30 pm. They are free to ASDB educational interpreters. A nominal fee will be charged to all others. Contact Joy Marks at jmarks@asdb.state.az.us for questions and registration information.

Instructor Bios

*** **Kay Hilder**, MA & M.S., CI/CT has vast experience in providing interpreting, and interpreter coordinating. She is presently an interpreter educator and Director of the Interpreter Preparation Program at Phoenix College. Additionally, she has coordinated the Phoenix summer interpreter upgrade program.

* **Robin O'Brien**, B.S. has taught ASL and Deaf Culture for the past 17 years at local community colleges and universities in both Arizona and Massachusetts. She is currently a full-time ASL Lecturer at ASU. She also serves as a mentor at a distance for Educational Interpreting students in the Educational Interpreter Certificate Program (EICP) through Front Range Community College in CO.

** **Deb Stone**, A.S. is a deaf child of deaf adults. She has taught Sign Language for over 20 years and currently teaches various classes at Phoenix College. She is employed full time with the Arizona Commission for the Deaf and Hard of Hearing as the deaf specialist and is actively involved in the deaf community in Phoenix.

**** **Holly Wilson** BA; CI 7 CT, DOD has been an active member of both the interpreting community and the Deaf community as evidenced by her Board and Committee work and her volunteer interpreting. She has been teaching and mentoring for more than 13 years and interpreting for over 18 years. She currently owns hands Above the Rest, an interpreting agency in Phoenix.



Bee-lieve in Yourself

On Friday, October 10th, at 7:00 pm educational interpreters and the deaf community joined together for a night of fun. Norma Ferrell and Jane Flansburg from ASDB's Northern Regional Cooperative lead the group in a version of "Wheel of Fortune." Everyone was divided into teams. The goal was for the team to support its answer and be creative. Everyone had a great time, making winners of all.

Saturday, October 11th, 98 educational interpreters from around the state converged on the campus of Phoenix Day School for the Deaf for an all-day conference. The theme was "Bee-lieve in Yourself." Everyone was "busy as a bee" learning how to "bee" their best as an interpreter. In the morning, participants chose one of four, four-hour workshops presented by in-state interpreter educators Kay Hilder, Robin O'Brien, Nathan Van de Graaff, and Cindy Volk. The Arizona Registry of Interpreters for the Deaf (AzRID) sponsored the mid-morning break.

Each attendee received a card and pin that explained the theme. In the afternoon, Joy Marks conducted a general session two-hour workshop about certification options and how to maintain certification. During this session, door prizes were awarded, including a much-desired free Educational Interpreter Performance Assessment.

At the end of the conference, everyone "buzzed" on home, looking forward to returning to work and applying their new skills and knowledge. Another conference is being planned for fall of 2004.

Continued from page 1

After the face-lift, the interpreters rounded up furniture, and pushed, and pulled it up the spiral staircase. Thanks to the supportive St. David maintenance crew and administration the room now holds a table, chairs, book shelves, filing cabinet, rug, refrigerator, microwave, TV, VCR and of course Sign Language books and videos.

The interpreters appropriately christened their room “The Eagle’s Nest.” Not only is it high up, but they also wanted to honor the deaf student who organized the transformation from attic to aerie. Now, every one of the interpreters feels better prepared to do their jobs because they have the equipment and space needed to prep. This means better education for the students who are served. They welcome visitors into their nest. Stop by and see them.

Continued from page 3

- **Professional educational interpreter:** Developed ethical standards and core values. The self-analysis, exploration of ethical fitness, and defining of a professional philosophy required some real soul searching, allowing me to become centered and more confident as an educational interpreter.

This learning journey has taught me how to face the challenges of the classroom and provide full and equal access to students. “I’m the interpreter,” is a phrase that possesses much more meaning than it implies. The elements involved when interpreting in the classroom go far beyond the use of Sign Language. The language level and learning styles of the students, curriculum, and instructional methods of the teachers, all must be taken into consideration from the beginning of the interpreting process. The ability to analyze the lesson and know the strengths and weaknesses of the students are all critical parts of a successful interpretation. Thanks to the EICP, I am better prepared to meet the challenges of the classroom and reap the rewards of making a difference in the lives of the students I serve.

Anita Kreger is the lead interpreter for ASDB Southwest Regional Cooperative located in Pima County.

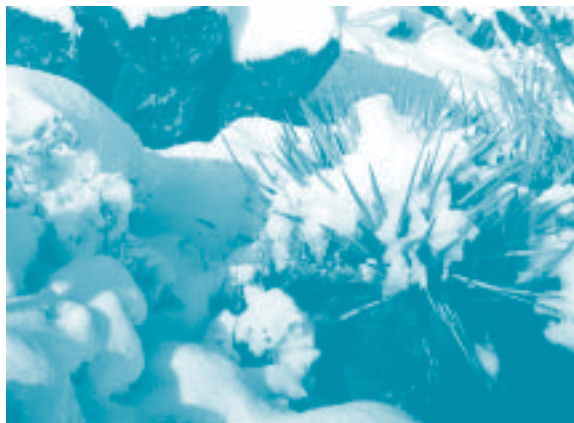
Upcoming Changes for Educational Interpreters in Arizona

The Arizona Board of Education approved Notice of Proposed Rulemaking at their August meeting and the proposed rules were published in the Register on September 19, 2003. Access the Register on-line on the Secretary of State’s website: <http://www.sosaz.com/aar/>. The rules package went through the public comment phase and on November 3, a public hearing was held. If substantive changes are necessary, the Board must first accept them. At that point the document would begin the process over again with publication in the Register and a new public comment period.

Prior to October 29, the only feedback received has been either (1) supportive of the proposed rules, or (2) objecting to the ability for a district to hire someone before they meet the minimum qualifications. On the second issue, the Board feels strongly that until an adequate supply of interpreters is available, an option must be left open that will allow districts to continue to take significant positive steps toward ensuring quality interpreters.

If no substantive changes are required to the proposal, the Board will pursue Notice of Final Rulemaking and forward the rules to the Attorney General’s Office for review. The Attorney General then has 60-days to approve or reject the rules.

For further information contact Christy Farley at CFarley@ade.az.gov.



Qualifications for Educational Interpreters for the Hearing Impaired

R7-2-620 Qualification Requirements of Professional, Non-Teaching School Personnel

A. Definitions:

1. “Educational Interpreter.” For the purposes of this section, “educational interpreter” means a person trained to translate in sign language for students identified to require such services through an Individualized Education Program (IEP) or a 504 accommodation plan in order to access academic instruction. This does not in any way restrict the provisions of R7-2-401(B)(14) which defines “interpreter” and provides that each student’s IEP team determines the level of interpreter skill necessary for the provision of FAPE, nor does it restrict a school district’s ability to develop a job description for someone in a position of “educational interpreter” that requires additional job responsibilities.

B. Educational Interpreters for the Hearing Impaired

1. Persons employed by or contracting with schools and school districts to provide educational interpreting services for hearing impaired students must meet the following qualifications from and after January 1, 2005:
 - a. Have a high school diploma or GED;
 - b. Hold a valid fingerprint clearance card, and
 - c. Show proficiency in interpreting skills through one of the following:
 1. A minimum passing score of 3.5 or higher on the Educational Interpreter Performance Assessment (EIPA), or
 2. Hold a valid Certificate of Interpretation (CI) and/or Certificate of Transliteration (CT) from the Registry of Interpreters for the Deaf (RID), or
 3. Hold a valid certificate from the National Association of the Deaf (NAD) at level 3 or higher.
2. If a public education agency (PEA) is unable to find an individual meeting the above qualifications, the PEA may hire an individual with lesser qualifications, but the PEA is required to provide a professional development plan for the individual they employ to provide educational interpreting services. This professional development plan must include the following:
 - a. Proof of at least twenty-four hours of training in interpreting each year that a valid certification is not held or EIPA passing score is not attained, and
 - b. Documentation of a plan for the individual to meet the required qualifications within three years of employment. If the qualifications are not attained within three years, but progress toward attainment is demonstrated, the plan shall be modified to include an intensive program for up to one year to meet the provisions of section (B)(1) of these rules.
3. An individual employed under the provisions of subsection 2 of this rule must also have the following:
 - a. a valid fingerprint clearance card, and
 - b. a high school diploma or GED.

C. Compliance with these rules will be reviewed at the same time as a PEA is monitored for compliance with the requirements of the Individuals with Disabilities Education Act (IDEA).

interpretations is a newsletter...

Published by:

Arizona Department of Education, Exceptional Student Services
(ADE/ESS) as part of a grant to Arizona Schools for the Deaf
and the Blind (ASDB)

Editor in chief:

Joy Marks

Editor/Project Coordinator:

Peggy Levesque

Graphic Design:

Martie Shrader

*The Arizona Department of Education, a state educational agency, is an equal
opportunity employer and affirms that it does not discriminate on the basis of race,
religion, color, national origin, age, sex or handicapping condition.*

*Printed in Phoenix, Arizona by the Arizona Department of Education
Copies: 8000, Total Cost: \$3341.58, Unit Cost: \$.42, Date: 12/03*

Contact us

ADE/ESS:

mbarfus@ade.az.gov

602.542.3184 phone

602.364.1115 fax

web site www.ade.az.gov/ess

ASDB:

Joy Marks

jmarks@asdb.state.az.us

602.544.1670 phone

602.544.1704

web site www.asdb.state.az.us

Arizona Department of Education
Exceptional Student Services
1535 West Jefferson
Phoenix, Arizona 85007

Index Code
35680